

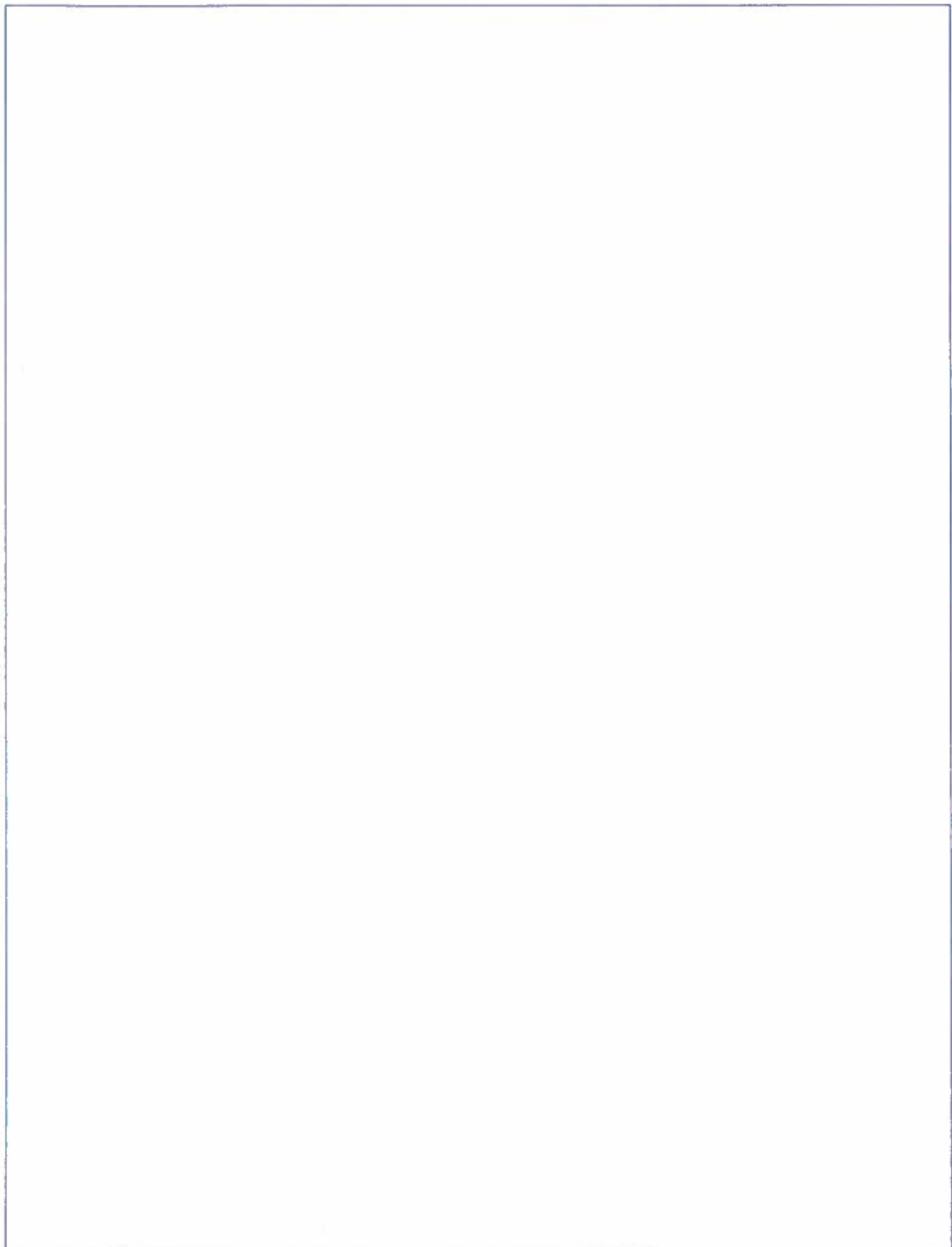


# **Michigan's Approach to the Every Student Succeeds Act**

**Overview of Michigan's Consolidated  
State Plan**

**April 3, 2017**





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This overview summarizes key components of Michigan's ESSA plan. Please note that the numbered sections of the overview do not correspond directly to the sections in the Consolidated Plan itself.

#### Glossary of Key Acronyms Used in this Report

Acronym	Definition
AP	Advanced Placement
CNA	Comprehensive Needs Assessment
CTE	Career and Technical Education
EL	English Learner
ELA	English Language Arts
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
IB	International Baccalaureate
ISD	Intermediate School District
LEA	Local Education Agencies
MDE	Michigan Department of Education
M-STEP	Michigan Student Test of Educational Progress
NCLB	No Child Left Behind
PSAT	Preliminary Scholastic Aptitude Test
SEA	State Education Agency
SAT	Scholastic Aptitude Test
USED	US Department of Education

# Michigan's Approach to the Every Student Succeeds Act (ESSA)

## Plan Overview

Since May 2016, Michigan has been engaged in the development of our Every Student Succeeds Act (ESSA) plan. This plan overview describes Michigan's ESSA plan, which was designed to implement and support the priorities established via Michigan's strategic plan to become a [Top 10 education state within 10 Years](#). Michigan's ESSA plan was developed through engagement and consultation with representatives from local education agencies (LEAs), schools, and intermediate school districts; Michigan's twelve federally recognized tribal education departments; civil rights advocates; education organizations, teachers, parents, students, business leaders, community members, and foundations.

This Overview gives information on all components of our ESSA plan, but more importantly about the way Michigan plans to use ESSA to advance the goals of our Top 10 in 10 strategic plan. Not everything contained in the Overview is required by ESSA, and the plan itself is aligned to the federal template, so does not directly follow the Overview.

It is important to note that we will be submitting our plan during the first review period in Spring 2017. We want Michigan to be a leading state, and we are ready to move forward on the work outlined in our plan. There have been some modifications to the draft plan released on February 14, 2017, that are based on both public comment and in order to align with the updated plan template provided by the U.S. Department of Education (USED) on March 13, 2017. We wish to note that the plan is a living document and will undergo revisions as we work toward implementation and also as the conversation in our state continues, particularly around assessment and accountability. Therefore, the Michigan Department of Education (MDE) will leave the [MDE-ESSA@michigan.gov](mailto:MDE-ESSA@michigan.gov) email account open for any additional comment that anyone may want to submit based on the final plan and will consider that feedback as we work with USED on plan approval and throughout implementation of the plan.

## Guiding Principles:

- At the core of our plan are Michigan's children—their opportunity to learn, to access excellent educators and meaningful supports, and to successfully transition to college, career, and life after their birth–grade 12 experience.
- Assessment, accountability, systems of supports, professional learning, funding—all of these things are vehicles and mechanisms to help us achieve the goal of focusing on individual student outcomes, but are not the end goals themselves.
- This plan is a vehicle to enact the goals articulated in Michigan's Top 10 in 10 plan.

## Theory of Action:

With the learner at the center, we can leverage the supports and resources of not only the Michigan Department of Education (MDE) but also a wider range of organizations to provide high-quality, targeted supports to those most in need, while also providing excellent core supports and assistance to all

providers, schools, local education agencies (LEAs), and tribal education agencies. This will lead to increased child outcomes, measured not only by test scores but also by factors related to their safety, well-being, access to resources, and experiences as learners and citizens.

## Key Components and Major Differences from NCLB

This ESSA plan differs in several key ways from our previous No Child Left Behind (NCLB) plans. These include:

- Defining the purpose of accountability to direct supports to LEAs, rather than simply labeling and sanction.
- A differentiated response to LEAs based on need, with the most intensive interventions and supports being provided to those most in need.
- A true focus on the whole child and the aspects of a well-rounded education, including not only academic subjects like fine arts and physical education, but also areas related to safety, health, school culture and climate, food and nutrition, early childhood, postsecondary transitions, and social-emotional learning.
- Flexibility in the interventions and actions taken by LEAs and schools, rather than prescribed certain models or interventions. This plan helps LEAs diagnose their needs across the whole child spectrum, identify evidence-based practices, and implement a plan that is tailored to their needs.
- Evidence-based practices and a “super-highway” of approval for these practices.
- Integration and focus on alignment with early childhood initiatives and goals.
- Commitment to stakeholder engagement, with specific attention focused on government-to-government consultation with Michigan’s twelve federally recognized tribes.
- Educator quality that goes beyond a focus on “highly qualified” (which was required under NCLB), to supporting teachers and leaders throughout their careers.
- Assessment systems that are designed to measure within-year student growth in addition to proficiency on rigorous content standards.

An accountability system that provides clear information to all stakeholders based on areas that relate to our progress toward being a Top 10 in 10 state.

Greater detail is included on these items below, and in the attached plan and supporting documents.

# Michigan's Top 10 in 10 Strategic Plan

Beginning in 2015, State Superintendent Brian Whiston worked with stakeholders across Michigan to identify what Michigan needs to do to be a top 10 state within 10 years. This resulted in Michigan's Top 10 in 10 plan, which can be found here:

([http://www.michigan.gov/documents/mde/10\\_in\\_10\\_Action\\_Plan\\_543856\\_7.pdf](http://www.michigan.gov/documents/mde/10_in_10_Action_Plan_543856_7.pdf))

The graphic below summarizes the key focus areas. This is not only a plan for the Michigan Department of Education, but for Michigan as a state in terms of our education system and opportunities for our students. The ESSA plan has been built to enact key components of this larger strategic plan.

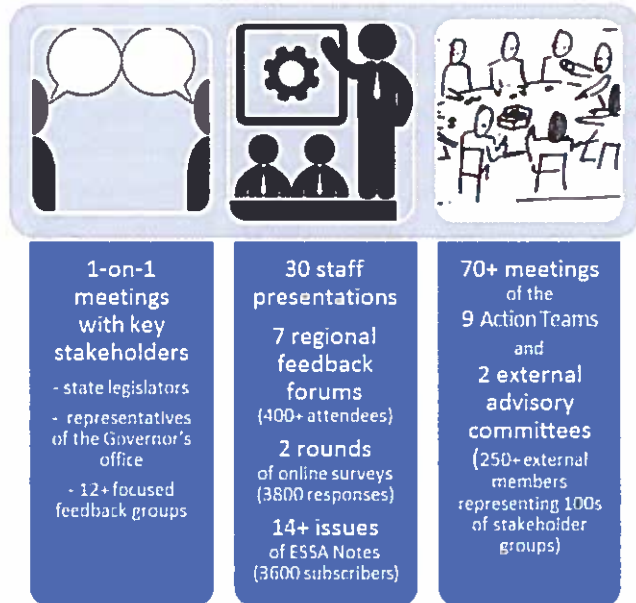


## Stakeholder Engagement

Michigan has been working on our Every Student Succeeds Act (ESSA) plan since May 2016. Throughout this time, stakeholder engagement activities were conducted via multiple channels involving multiple stakeholder groups.

Michigan's Draft ESSA Plan was open for public comment from February 14 through March 16, 2017. Nearly 700 individuals and organizations provided written or emailed feedback on the draft plan. During this time, MDE staff also met with numerous groups and organizations for input. The State Superintendent and MDE staff met with members of the state legislature in one-on-one meetings, and information was shared through presentations at State Board of Education meetings at the start and end of the public comment period.

During the plan development phase prior to formal public comment, MDE's in-person outreach and engagement included: one-on-one meetings with key stakeholders, including state legislators and representatives of the Governor's office; more than a dozen focused feedback meetings with representatives of numerous interest groups, including twelve federally recognized tribal education departments, civil rights and school justice organizations, English Learners, arts educators, school librarians, and others; 30 staff presentations at conferences and stakeholder meetings; more than 70 meetings of the nine Action Teams and two external stakeholder advisory committees, which included more than 250 external members representing hundreds of stakeholder groups across the state; seven regional feedback forums at which more than 400 educators, parents, and community members were in attendance, with more joining virtually via online livestream or later viewing of the archived video.



Additionally, information was shared even more broadly through online communication outreach and input gathering:

- More than **3,400 people** signed up to receive the ESSA Notes e-newsletter, which contains information regarding plan development activities and opportunities to provide feedback.
- A combined **100+ parents, teachers, and para-educators** have participated in a series of virtual focus groups seeking ESSA feedback.
- More than **3,800 responses** were received to multiple ESSA-related online surveys throughout the process.

The plan has been informed from its inception by stakeholder feedback and engagement, both as part of the ESSA process itself and prior to that through the listening tours of State Superintendent Brian Whiston regarding becoming a Top 10 State in 10 Years, and the three vision committees.

We have prepared a brief specifically regarding our stakeholder feedback received during the development process. That brief is available on the [ESSA website](#).

# Overview of Key Areas of Michigan's ESSA Plan

Our ESSA plan has four core components:

- 1) Supports for Students and Schools
- 2) Educator Quality
- 3) Accountability
- 4) Assessment

## 1 SUPPORTS FOR STUDENTS AND SCHOOLS

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We want every Michigan student to have access to the same high quality education opportunities as any other student in Michigan or the nation. Our key goal is to reduce the negative impact high risk factors play in impeding access to a quality education—factors like poverty and a lack of equitable resources. To meet this goal, Michigan looks to establish and implement a high quality differentiated multi-tiered system of support designed to address identified student needs. The ESSA plan provides a vehicle to achieve some of these goals, in support of our overall vision of becoming a Top 10 State in 10 years.

### 1.1 KEY COMPONENTS OF THE SUPPORTS WE ENVISION INCLUDE:

#### 1.1.1 Partnership districts (most intensive supports)

Partnership districts are a concept/structure of support that is not required by ESSA, but one that aligns with key pieces of Michigan's ESSA work.

- Partnership districts are those with low academic performance, as well as other areas of need.
- At the time of this plan, the MDE is implementing the partnership model with all districts in which a school has been identified for closure or other levels of accountability by the State School Reform Office.
- In the future, the MDE will use the accountability system to identify LEAs with low-performing and/or high-need schools and will work to provide intensive supports to those districts. We will also derive the federally-required comprehensive, targeted, and additional targeted support schools from this accountability system and align the supports with the partnership model.
- Partnership districts will: Identify holistic needs using the whole-child comprehensive needs assessment; craft a plan with all partners at the table (intermediate school district (ISD), board, tribal education departments, education organizations, community organizations, foundations, other state agencies, etc.); include clear benchmarks for 90 days, 18 months, and three years.
- See next page for more information on Michigan's Partnership Model.
- Michigan recognizes that not all LEAs need comprehensive supports like the partnership districts, but may need specialized assistance in specific areas such as achievement gaps between subgroups of students, early childhood, school climate/culture, or school finance. MDE would provide differentiated supports for these LEAs.
- We want to move beyond labeling and into collective accountability and supports. The purpose of accountability is not to simply label schools or LEAs, but instead to drive supports to those most in need, and to hold all of us accountable for the outcomes of all of Michigan's children. When schools are failing, we are all responsible for changing that situation.

## BUILDING A PARTNERSHIP MODEL TO IMPROVE SCHOOLS

Using a net of local and state supports and resources to help communities provide each student with the access and opportunity for a quality education

### GOAL

- To improve student academic achievement by identifying schools in need of additional support, and drawing up a partnership agreement with the school and community partners to generate a plan for success.

### HOW IT WORKS

- Partnership districts are those that have schools identified through the accountability system as low-performing and/or high needs
- With multiple partners at the table—including local board members, the ISD, education organizations, tribal education councils, business, community members, parents, higher education organizations, foundations—a plan of supports and interventions that will improve student outcomes is identified.
- Academic outcomes are a primary focus.
- Other whole child outcomes that can impede improved academics—like health, nutrition, behavior, social/emotional—also are addressed.
- The district has 90 days to conduct a comprehensive needs assessment, craft a plan, and have the local school board and superintendent, charter authorizers (if applicable), and the MDE sign off on this plan.
- Timelines:
  - 90 days to complete an agreed-to and signed plan.
  - 18 months to show progress on intermediate measures identified
    - Example: if part of the plan includes hiring a new principal at the school, a new principal should be hired by this point
  - Three years to demonstrate improved academic outcomes, as well as improved child outcomes on other measures
- If at any point in time a district fails to meet benchmarks or implement the plan, the State Superintendent can signal that s/he would like to implement the next level of accountability.
- Consequences for failing to meet any of those recognized benchmarks will be spelled out in the plan that was agreed to by the district.

### BENEFITS OF THE PARTNERSHIP MODEL

- Puts a broad spectrum of technical expertise and resources in the hands of the struggling school district, and allows local districts to use community and state-level support systems to drive improvement and self-accountability.
- Provides the districts with a fair amount of time to implement its plan and realize positive outcomes.
- The ultimate benefit would be to regenerate a struggling school to be one that helps students and teachers achieve at higher levels.

### 1.1.2 Using ESSA to Focus on the Whole Child; Revising our Comprehensive Needs Assessment and Planning Process for Districts and School

- Through the ESSA process, the MDE has worked with myriad groups across the whole child spectrum to understand children's needs that go beyond academics. These needs include health and physical education, school climate and safety, access to special services (counselors, nurses, social services, librarians, etc.), services for special populations (including English Learners, migrant students, gifted and talented students, students with IEPs, etc.), access to early childhood education, coordination and consultation with tribal education departments (at the state education agency [SEA] and the local education agency [LEA] level), and more.
- A lynchpin activity is a redesigned comprehensive needs assessment (CNA) that takes the multiple needs assessments used by various initiatives and integrates those, along with additional questions, into one, truly comprehensive, whole child focused needs assessment. The redesigned CNA will be developed over the next 12 months, and our goal will be to make it efficient and effective.
- The CNA is the mechanism by which LEAs and schools will understand their strengths and areas of need, be able to appropriately target funds from various funding streams, and work to integrate their programming toward a well-rounded, whole child education.
- The CNA also informs district and school improvement plans, which must incorporate evidence-based strategies implemented with fidelity.
- Partners, both at the state and local level, will be critically important in this process, including partnerships with ISDs, tribal education departments, education organizations, as well as those partners who may be considered "nontraditional" (e.g. social workers, counselors, community members, civil rights and school justice organizations, community-based organizations, foundations, employers, parents of children across the continuum of ages).

### 1.2 DRIVING LEAS TOWARD EVIDENCE-BASED 10 IN 10 PRACTICES, WHILE ALLOWING SPACE FOR INNOVATION

- Michigan needs to focus on certain high-leverage, evidence-based practices. In order to do that, we can use our 10 in 10 strategic plan and the evidence base behind those strategies to drive schools and LEAs toward rigorous interventions. The solutions they select must be based on the needs identified in their comprehensive needs assessment as being appropriate to improve children's outcomes.
- We will create a "super-highway" of approval for various grant applications when using those evidence-based Top 10 in 10 practices.
- We will also allow LEAs space to select their own strategies, and support their efforts to identify evidence-based strategies. However, LEAs must accept the burden of proof that the strategies they select are evidence-based.
- LEAs and schools will need to show results. By focusing on not only the use of evidence-based practices, but also implementation and a regular cycle of evaluation, LEAs and schools will be supported in doing more of what works and less of what does not.

### 1.3 MORE FLEXIBILITY FOR LEAS, BASED ON RESULTS OF CNA AND IMPACT DATA

- We know that the strategies that can improve schools are not “one-size-fits-all.” We will work to create a system that helps LEAs correctly identify their needs across the “whole child” and then craft a plan to meet identified, unique needs.
- Once LEAs know their needs, they will have the ability to support schools in creating more responsive and focused school improvement plans and to spend funds more flexibly to support the implementation of those plans, as long as they are showing impact on student achievement and showing progress in closing subgroup gaps.
- The MDE will differentiate its response, so that not all LEAs receive the same things. Some LEAs will receive intensive supports, others targeted assistance, and others simply support from MDE with minimal monitoring, based on achievement and growth for all students and subgroups.

### 1.4 REDUCED REPORTING AND ADMINISTRATIVE BURDENS FOR LEAS

- LEAs will complete only one comprehensive CNA, and do it less frequently (3- or 5-year cycle).
- The MDE will require less frequent submission of school and district improvement plan.
- The MDE will administer a revised and streamlined grant processes.

### 1.5 GOVERNMENT-TO-GOVERNMENT CONSULTATION

As we have engaged in government-to-government consultation with representative of Michigan’s twelve federally recognized tribes, we realize the importance of this consultation, both for the ESSA plan and in an ongoing way over time to ensure that we appropriately build and create meaningful tribal consultation, both in process and the product, to create a foundation for supporting our Native students. Therefore, Michigan has:

- Integrated references to tribal education departments throughout all foundational plan documents, to represent this commitment.
- Committed to quarterly consultation between the state education agency (SEA) and the federally recognized tribes.
- Committed to developing processes to engage in 1:1 consultation between the SEA and each tribal nation individually.
- Adopted as guidance the *Confederation of Michigan Tribal Education Directors: Guidance to Michigan Department of Education Regarding Tribal Consultation in the Every Student Succeeds Act*, with plans to use this as the core document to motivate consultation work between the SEA and the tribes, as well as between LEAs and tribes.

### 1.6 SUPPORTS FOR SPECIAL POPULATIONS

- The needs assessment for Special Populations of students must be included in the LEA’s CNA.
- LEAs are required to provide equitable access to Title I, Part A funding and supports and increase access to early childhood programs.
- Proposed strategic supports for special student populations include:
  - Quality local plans and proper identification of students
  - Academic achievement

- Teacher preparation/effectiveness
- Transitions at various stages in the P-12 pipeline and beyond
- Parent, family and community engagement
- MDE/ISDs will offer professional development, technical assistance, and differentiated supports to meet unique needs of students and their families.
- References throughout the plan provide greater detail.

## 1.7 TITLE IV BLOCK GRANT:

- ESSA supports a well-rounded education for students through Title IV. Forty-nine former individual grant opportunities in the Elementary and Secondary Education Act (ESEA) are being replaced with a “block grant system” that LEAs may use along with other titled program funds to support strategies in three areas: well-rounded educational opportunities, safe and healthy students, and effective use of technology.
- LEAs may use Title IV, Part A in coordination with other state, local, or grant funds to address the unique needs identified in the CNA.
- Through the ESSA process, MDE worked with different groups who were formerly served by the 49 various line items, and explained how schools now have to identify related needs and then spend appropriately. These groups are helping with the comprehensive needs assessment and with the evidence-based practices work so that LEAs can identify need in those areas and access evidence-based strategies. Examples include: school librarians; math/science centers; arts educators; gifted/talented educators; using technology for instruction; school culture and climate; and others.
- Section F of the plan provides greater detail.

## 1.8 EARLY CHILDHOOD INTEGRATION

With the passage of ESSA came a unique opportunity to more intentionally bridge the worlds of early childhood with K-12. Given Michigan’s Top 10 in 10 Vision, along with a reframed focus on educating the “whole child,” MDE is taking a proactive approach presented by this opportunity by establishing appropriate connections within its state plan to have greater alignment, collaboration, and coordination of P-12 programs. The following are examples of those connections:

- Expanding access to high-quality early learning for children from birth to age 8 years through an aligned set of early learning expectations and standards.
- Promoting blending/braiding and leveraging of state and federal funds to achieve greater resources to support quality in early learning settings, including homes.
- Implementing a coordinated comprehensive needs assessment across the early childhood and K-12 continuum.
- Increasing supports for effective transitions between early childhood and early elementary grades, including technical assistance for comprehensive screening services, transfer of child records, and meaningful parent engagement.
- Supporting the workforce continuum of educators and administrators by developing a birth to age 8 years aligned professional development system that ensures these professionals have the skills and knowledge to support young children’s learning.

## 2 EDUCATOR QUALITY

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Michigan plans to use the opportunities provided by ESSA and the Title II, Part A state resources to support work in four areas:

### 2.1 CULTIVATING AND BUILDING STRONG PARTNERSHIPS BETWEEN SPECIFIC LEAS AND EDUCATOR PREPARATION PROGRAM PROVIDERS

- Partnerships provide an opportunity for the context-specific training and preparation needed to help Michigan educators develop the specific skill sets needed to reach a diverse population of students.

### 2.2 ENSURING THAT EDUCATORS HAVE STRONG, SUPPORTED TRANSITIONS FROM THEIR PREPARATION PROGRAMS THROUGH THEIR EARLY YEARS IN THE PROFESSION

- Supported transitions refers to programs that build upon the pre-service experience and learning of teachers and leaders and continue to provide intensive mentoring, coaching, and access to targeted professional learning through the first one to three years in the classroom or building.
- These include two primary, and sometimes overlapping, programs:
  - Residency-based preparation, via either traditional or alternate-route preparation programs
  - Mentoring and induction
- Michigan plans to utilize the Title II, Part A state activities funds and the Title II, Part A state level principal and school leader reserved funds to support the development and implementation of context-specific residency-based preparation programs for teachers and for principals. These will be primarily focused in Partnership Districts, while generating guidance and information for all LEAs. This focus on implementing residency programs in our Partnership Districts—those districts most in need of targeted support—not only helps us work toward solving the chronic underlying educator pipeline issues in these districts, but also greatly helps us focus on equity and ensuring that students in these districts have access to highly effective learning environments.
- We also note that all Title funding is actually *supplementary* and provided to states with the goals of making additional investments into areas of greater need. Therefore, a targeted application, particularly of state activities funds, is in keeping with the spirit of these funds while helping Michigan achieve our goals of equity and excellence.
- Please note that Michigan is NOT proposing that we change requirements for teacher or leader certification with this focus on supported transitions; instead, we are building a system that supports and provides teachers and leaders with access to content-specific preparation and practice as they transition into their roles.

### **2.3 PROVIDING RELEVANT, EVIDENCE-BASED PROFESSIONAL LEARNING AND DEVELOPMENT FOR CAREER EDUCATORS**

- With the adoption of the Top 10 in 10 Goals in 2016, the MDE signaled a commitment to developing high-quality professional learning for educators that meets evidence-based standards to support the implementation of key initiatives identified in the Top 10 in 10 plan. MDE may either provide this professional learning directly or may partner with other organizations to provide training around key initiatives each year.
- This allows the alignment of professional learning investments with the state's strategic goals.
- We will also encourage LEAs to use their Title II, Part A subgrants to:
  - Tie professional learning activities to their locally adopted educator evaluation systems
  - Collaborate with providers of early childhood education programs that feed into the LEAs to provide joint professional learning opportunities
  - Include paraprofessionals in professional learning activities alongside teachers of record to build the skills of the paraprofessionals and support consistency in general and supplementary services.

### **2.4 DEVELOPING CAREER PATHWAYS TO EXPAND THE REACH OF HIGHLY EFFECTIVE TEACHERS AND LEADERS WHILE PROVIDING OPPORTUNITIES TO RETAIN THEM IN CLASSROOMS AND BUILDINGS.**

Michigan will:

- Support teacher leadership networks and models throughout the state, as well as supporting principal mentor networks and models.
- Develop and provide professional learning for school leaders in establishing and sustaining school-based distributed leadership models.
- Provide activity-based guidance for various models and ancillary supports of teacher leadership and distributed leadership, including staffing models and compensation strategies.

## 3 ACCOUNTABILITY

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### 3.1 ACCOUNTABILITY SYSTEM: THREE OPTIONS

Michigan has engaged in a spirited and statewide debate over the best option for our school accountability system going forward. At this point in time, the MDE presents three iterations of an accountability plan. They all leverage some core components, and they all build on the work of stakeholders over the last 18 months. They are:

1. An A-F grading system for all schools that produces a final summative grade. Please note: creating this system was the charge given to the ESSA Accountability Action Team, based on Superintendent Whiston's direction and the interest of the legislature and governor at that time. Therefore, the bulk of the comment obtained through the four rounds of feedback reacts to this plan.
2. An A-F system that provides grades in six core components (proficiency, growth, graduation rate, English learner progress, school quality indicators, and participation in state assessments) but no final summative grade. This system utilizes the same underlying calculations as the A-F summative grade but does not add up to one overall grade.

Both Option 1 and Option 2 would be presented along with an additional transparency dashboard, which would include data and information that might be useful to parents or community members.

3. A dashboard accountability system. This system is currently envisioned as a combination of the six indicators above, along with the transparency dashboard. However, the Michigan State Board of Education has signaled that they wish to further develop the dashboard. Therefore, the MDE submits to them the dashboard as is, and asks them to make necessary modifications.

Any technical details presented in the plan relate to all three systems and the underlying calculations unless otherwise noted. The major difference between the three is the amount of "summarizing" that is done to create a single measure or measures.

#### 3.1.1 Rolling out the systems

In order to replace the current accountability system (Top-to-Bottom list and Scorecard), we need to have final decisions on the exact form the system will take by June 30, 2017. Therefore, the MDE plans to do the following:

- If the legislature acts by June 30, 2017, the MDE will implement the system they enact. MDE will work with the legislature between now and then to help with that effort. If the legislature does not enact an accountability system, then we will go with the dashboard outlined in Option 3 below.
- At the same time, the State Board of Education (SBE) has expressed interest in helping to develop the dashboard. We will implement the metrics identified by the SBE by June 30, 2017 and will continue to modify the dashboard over time as discussion continues.
- MDE will continue development of the key indicators identified below, as they are required under ESSA and will be important within any final iteration of the system, and will allow us to meet requirements of federal law while continuing to develop meaningful accountability as a state.

### 1.1.1 Proposed key indicators in all three systems

Each option will include the components below as the main indicators. The weights apply only in Option 1 (A-F Summative Grade).

Indicator	Weight (only for Option 1)
<b>Proficiency</b>	<b>29%</b>
<b>Growth</b>	<b>34%</b>
<b>School Quality/Student Success</b> All schools: <ul style="list-style-type: none"> <li>chronic student absenteeism</li> </ul> K-8 schools only: <ul style="list-style-type: none"> <li>time spent in fine arts, physical education, and music</li> <li>access to a library media specialist</li> </ul> High schools only: <ul style="list-style-type: none"> <li>completion of a postsecondary credential while still in high school (CTE, AP, IB, dual enrollment)*</li> <li>postsecondary enrollment</li> </ul> * Career and Technical Education (CTE), Advanced Placement (AP), International Baccalaureate (IB)	<b>14%</b> <u>Elementary/Middle schools</u> <ul style="list-style-type: none"> <li>6% chronic absenteeism</li> <li>5% time spent in arts/physical education</li> <li>3% library media specialist</li> </ul> <u>High schools</u> <ul style="list-style-type: none"> <li>4% chronic absenteeism</li> <li>5% completion of postsecondary credential</li> <li>5% postsecondary enrollment</li> </ul>
<b>Graduation Rate</b>	<b>10%</b>
<b>English Learner (EL) Progress</b>	<b>10%</b>
<b>Participation</b>	<b>3%</b>

This statement pertains only to option #1 (A-F): Each indicator will receive a grade, and those grades will sum up to a final overall grade for each school. Targets for each indicator are set at the 75<sup>th</sup> percentile—meaning the value at which 25% of schools scored better and 75% scored worse during the first year. Put another way, this means that during the first year of this accountability model, only 25% of schools will attain targets for each indicator. Over time, the goal is for 75% of schools to attain the targets. This creates an ambitious yet attainable target for each indicator. The targets will remain fixed from year to year so that schools know what they need to work toward. Schools receive credit for progress toward those targets even if they do not fully reach the target value.

In response to public comment, we made the following changes to the school quality indicator:

1. Removed the teacher/administrator longevity indicator
2. Added time spent in fine arts, music, physical education
3. Added access to a library media specialist
4. Added postsecondary enrollment
5. Separated the indicators by grade level.

### 3.1.3 Projected distribution of schools

If we were to run Option 1 with a summative grade, this is the projected distribution of schools.

Letter Grade	Projected Percent of Schools Receiving That Grade
A	23%
B	29%
C	22%
D	13%
F	14%

*These estimated numbers are based on prior year assessment data, with targets set at the 75<sup>th</sup> percentile for each indicator, excluding center-based programs, with an n-size of 30.*

### 3.1.4 Subgroups

- 30 students are needed for a subgroup to be included in *accountability* calculations in all system components except for English Learner Progress
- 10 students are needed to calculate the English Learner Progress component

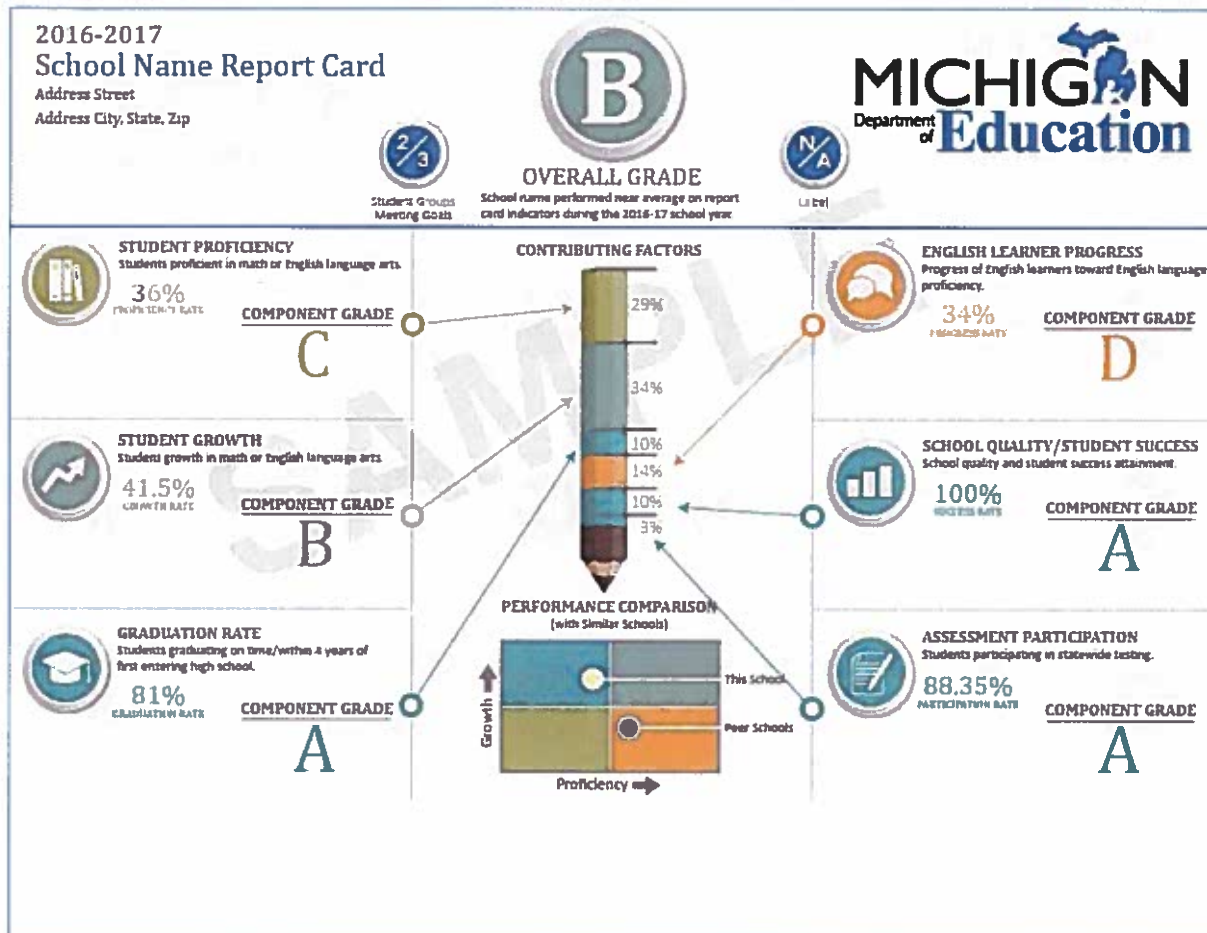
The MDE will continue to use the N-size of 10 for reporting purposes for all subgroups.

### 3.1.5 Mock-up of proposed school report cards

Below are three early mock-ups of the proposed report card. Michigan intends to continue working with focus groups of parents and educators to refine this display so that it is intuitive to parents and end users.

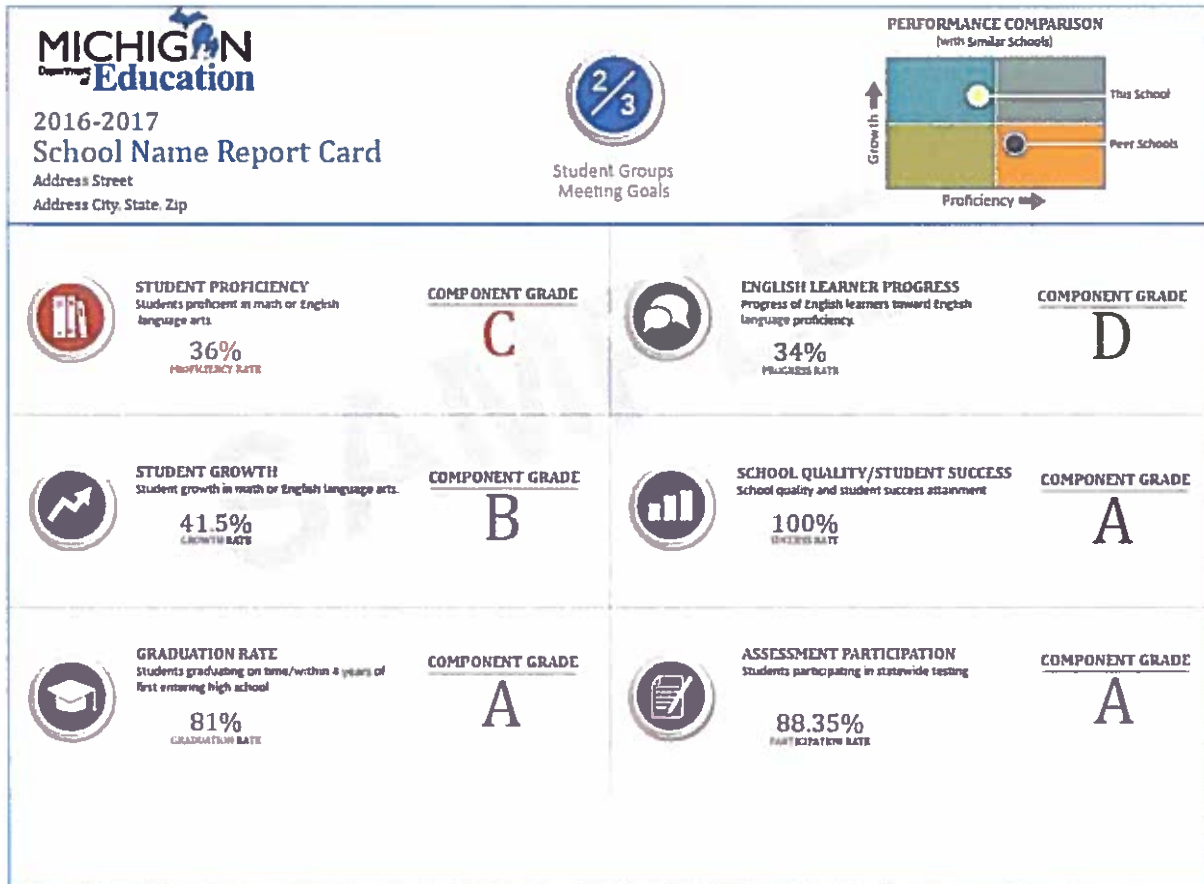
### Accountability Option 1 (A-F, with Summative Final Grade)

In Option 1, the six components sum up to a final overall grade for each school, using the weights described in 3.1.2. This was the system that was released for public comment and that was developed by the ESSA Accountability Action Team at the request of the superintendent.



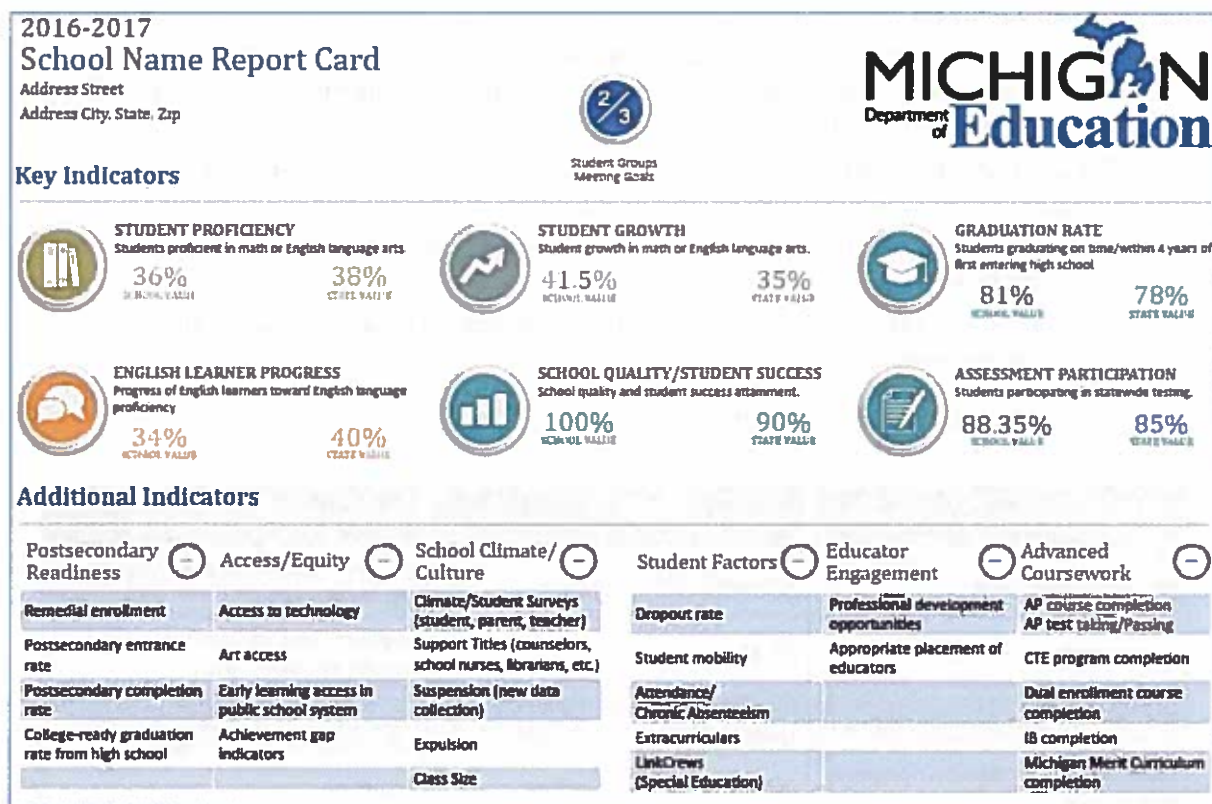
### Accountability Option 2 (A-F, No Summative Final Grade)

In Option 2, the six key components are presented with grades in each component, but without a final summative grade. This allows for a more nuanced view of how a school is performing, but also allows relatively quick judgments to be made by the end user.



### Accountability Option 3 (Key Indicators Only, with Transparency Dashboard)

In Option 3, the six key indicators are presented, along with a range of other important indicators, but no grades or labels are applied. The information is presented next to the state average and the end user makes their own judgments about those values. If the legislature does not approve an accountability system by June 30, 2017, then this will be the default option.



### 3.2 THE IMPORTANCE OF A TRANSPARENCY DASHBOARD

- There is agreement that, in support of collective accountability for all of us as well as easily accessible information for parents, a transparency dashboard is an important accompaniment to any accountability system.
- This ESSA-related dashboard should be aligned with the 10 in 10 dashboard, so we have one unified dashboard.
- Michigan has excellent longitudinal data and the opportunity to make use of all of our information in new ways by reporting on metrics that matter to parents, community members, stakeholders, and educators.
- The proposed indicators are listed on the chart below. We may make changes to these indicators as we continue to work with stakeholders to refine this plan.
- In options 1 and 2, the transparency dashboard below would supplement the report card key indicators as additional information only.
- In Option 3, this dashboard combines with the key indicators to become part of the accountability system.

#### 3.2.1 Transparency Dashboard Elements

Postsecondary Readiness	Access/Equity	School Climate/Culture
Remedial enrollment	Access to technology	Climate/Student Surveys (student, parent, teacher)
Postsecondary entrance rate	Art access	Support Titles (counselors, school nurses, librarians, etc.)
Postsecondary completion rate	Early learning access in public school system	Suspension (new data collection)
College-ready graduation rate from high school	Achievement gap indicators	Expulsion
		Class Size
Student Factors	Educator Engagement	Advanced Coursework
Dropout rate	Professional development opportunities	AP Course completion AP test taking/Passing
Student mobility	Appropriate placement of educators	CTE program completion
Attendance/Chronic Absenteeism		Dual enrollment course completion
Extracurriculars		IB completion
LinkCrews (Special Education)		Michigan Merit Curriculum completion

### 3.3 AN ALTERNATE ACCOUNTABILITY SYSTEM

- There is a certain number of schools—e.g. alternative high schools, schools for delinquent students—for whom the main accountability system does not provide meaningful information.

- MDE has been developing an alternate accountability system that schools with certain characteristics can apply in lieu of the main system.
- This will hold these schools accountable on measures that are more relevant to their stated purpose.
- We proposed this in ESSA and will roll it out concurrently with new systems.

### 3.4 COMPREHENSIVE SUPPORT, TARGETED SUPPORT, AND ADDITIONAL TARGETED SUPPORT

The Every Student Succeeds Act requires that, in addition to an accountability system for all schools, States must identify three specific categories of schools:

1. Comprehensive Support Schools: the bottom 5% of schools, or with graduation rate below 67%, or an additional targeted support school that did not exit that status in a state-determined timeframe.
2. Targeted support schools: schools in which any subgroup of students is consistently underperforming.
3. Additional targeted support schools: schools having a subgroup of students performing like the bottom 5% of schools.

However, at this point in time, Michigan notes the following:

Michigan's Strategic Vision focuses programming and intervention at the district or LEA level, because schools exist within systems, and evidence supports the theory that system-wide improvement is necessary for turnaround.

Michigan will seek maximum alignment between our accountability system and these additional labels, and therefore are not submitting methodologies for these labels at this time. We will revise our application by fall of 2017 to include methodologies once we have a) reviewed the final regulations; b) run our accountability system and used data to inform additional methodologies; and c) engaged in additional stakeholder consultation and feedback on this issue alone.

Michigan encourages USED to consider removing these additional label requirements, or allowing states greater flexibility as to how we integrate these goals—identification of low performing schools, focus on subgroups and gaps—into our main accountability system.

## 4 ASSESSMENT

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One important note: the ESSA plan does not require us to submit anything at this time. The expectation is that states will submit their systems for the peer review process.

In support of becoming a Top 10 state in 10 years, we want our students (and eventually, our employees) to be: curious; problem solvers; critical thinkers; able to work independently and in teams; able to communicate well; and able to set and achieve goals. In order to do this, we need classrooms that create these types of learning opportunities; we need educators who are prepared to support students in learning those skills; and we need assessments that measure whether or not students are ready for success in those areas.

At this point in time, Michigan has rigorous career- and college-ready standards, adopted by our State Board of Education, in support of Michigan being nationally and internationally competitive. These standards are a core component of becoming a top 10 state in 10 years. We must build on that solid foundation by focusing our instructional model on deeper learning and ensuring that our assessments encourage and support deeper learning, and asking students to demonstrate a broader range of skills.

Broadly speaking, we want an assessment system that provides timely, meaningful, and useful information to teachers, parents, students, and taxpayers. Some key components of a system like this include multiple points of feedback throughout the year, the ability to measure growth within the year, and immediate feedback for educators that can support individual goal-setting for students. An additional goal is to reduce overall testing time within the *system*, shifting some of the time spent on local assessments to a more consistent state assessment, while also providing that meaningful information throughout the year to educators and parents.

### 4.1 SYSTEM OVERVIEW

Michigan is moving toward the following assessment system:

- A system that includes a required fall benchmark assessment; an optional winter assessment; and a required spring comprehensive benchmark.
- Integration of writing, problem solving, and teamwork throughout the system, utilizing innovative solutions.
- Requiring the PSAT 8/9 in 8th grade as the 8th grade content test.
- The PSAT 8/9 in 9th grade; the PSAT 10 in 10th grade, and the SAT and M-STEP science/social studies in 11th grade.
- Implementing the K-2 assessments required by Michigan law in support of our early literacy initiatives.

Michigan anticipates making these changes to our assessment system beginning in 2018-2019.

### 4.2 IMPLEMENTATION CONSIDERATIONS AT THIS TIME INCLUDE:

- Specifying the detailed design of the system and any concurrent requirements needed.
- Contractual vehicles and procedures.
- Alignment with state standards.

### 4.3 FLEXIBILITY

Michigan also requests flexibility from the U.S. Department of Education to allow us to grant waivers to LEAs to use their own innovative assessment system. We would like to let up to 5% of LEAs do this. LEAs must demonstrate strong performance on the state standardized assessment; also, they must present the Michigan Department of Education with a concrete assessment plan for what they will do in lieu of the state assessment, how it supports student learning, and how they will ensure that all students are held to high standards. Michigan does not believe this meets the requirements and regulations of the official Innovative Assessment Pilot and thus proposes it separately as part of our main application.

Grade	Test name/type	Subjects	Timing	Purpose
3	Benchmark	English language arts (ELA), math	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
4	Benchmark	ELA, math	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
5	Benchmark M-STEP Science and Social Studies	ELA, math, science, social studies	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
6	Benchmark	ELA, math	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
7	Benchmark	ELA, math	Fall, (optional Winter), Spring Comprehensive	Standards/proficiency measure, short-cycle feedback
8	PSAT 8/9 (Math & ELA) M-STEP (Science and Social Studies)	ELA, math, science, social studies	Spring	On track for SAT/college and career readiness
9	PSAT 8/9	ELA, math	Spring	On track for SAT/college and career readiness
10	PSAT 10	ELA, math	Spring	On track for SAT/college and career readiness
11	Michigan Merit Exam (SAT, ACT WorkKeys, "M-STEP" Science and Social Studies)	ELA, math, science, social studies	Spring	College and career readiness

